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## Reports from the Classical Field

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It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Every one interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind.

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**Indiana University.**—A Department of Comparative Philology has been established, in charge of Associate Professor Guido H. Stempel, who has been transferred from the Department of English. Courses are provided for students of the classics as well as of English and German. A course in Sanskrit is being given by Acting Assistant Professor Edgar H. Sturtevant of the Department of Latin.

**University of Cincinnati.**—Professor Burnam has in preparation an *Ineditum Prudentianum*, which is to be issued from the press of A. Picard et Fils, Paris, next summer—the text in Latin, preface, index, etc., in French.

Professor G. H. Allen, in connection with his course in archaeology, provides for a study of the history of the western provinces with their industries and trade routes.

The Greek Seminar is discussing literary and syntactical questions, the Latin Seminar is devoting itself to Lucretian lexicography and certain questions concerning Roman religion.

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### THE STUDY OF LATIN POETRY IN SECONDARY SCHOOLS

Several months ago a circular was sent to a number of Latin teachers in high schools and academies, asking for information on certain points connected with the teaching of Latin poetry in their schools. The response to the questions was generous, and a summary of the replies which were obtained will, no doubt, be of interest both to secondary and to college teachers. In all, 121 answers were received, of which the great majority, 93, came from the territory of the Association, where the larger part of the circulars had been sent. The proportion of circulars which came back with answers from teachers outside the Association was at least equally high. The replies came from schools which may be regarded as representative in their respective sections, and possibly rather above the average than below it.

**Time Devoted to Poetry.** The time given to poetry varies from 16 to 70 weeks, the greater number of the schools ranging between 30 and 40 weeks; 36 to 38 weeks may be taken as the average; 33 schools have 36 weeks, but only 5 have less than 30 weeks; 15 have 38, 18 have 40, and 19 more than 40. In some cases there are five periods a week, and in some only four, the fifth day in the latter being given, as a rule, to composition. The periods themselves vary greatly, from 30 to 60 minutes, with the great majority from 40 to 50 minutes.

In some schools in the East—Phillips Exeter Academy, for example, and the Haverford School in Pennsylvania—prose and poetry are read side by side during the last three years of the course. In the latter institution the number of periods devoted to poetry in these years is 40, 30, and 130 respectively. The information on this point is unfortunately incomplete, since the question did not specifically ask for it. But the number of schools which follow this practice, or one like it, is probably very small.

**The Authors Read.** As was to be expected, a large majority of the schools reported six books of Virgil's *Aeneid* as the backbone of their course in poetry. Of the rest, 15 schools read more than six books of the *Aeneid*, while 14 read less.

Ovid is read in over half of the schools which reported (63 out of 121). The amount read, however, is not so large. It averages about 1,200 to 1,500 lines, and rarely exceeds 2,000. In New England 9 schools out of 11 read Ovid; in Michigan, 10 out of 13; in Illinois, 11 out of 19. In some other states little or no Ovid is read.

The *Eclogues* of Virgil are read in 14 schools, mostly in the East.

The *Odes* of Horace are read in 7 schools scattered over the country, and there is at least one high school which reports among its textbooks the *Ars poetica*.

**Written Translation.** In 51 of the 121 schools written translation has no regular place in the daily work of the classes in poetry (in 9 there is none, in 17 little, in 19 the translation is written only in examinations, and in 6 only striking or difficult passages are occasionally written). All the other schools make written translation a more or less frequent exercise in the regular course of their work. There is no striking uniformity of practice, but 10 per cent. of the text, or one exercise a week, seems to be the most common proportion. Three schools have all the review written out each day.

In some cases the written translation is put on the board and criticized before the class, and in one school a passage is written on paper each day by two or three students, and their translations are compared in detail and criticized by the class at the beginning of the hour. In 4 schools written work is required of individual students whenever their oral work has been poor. One teacher asks the pupils at the end of each book to select passages which they consider especially good, and to write translations of these.

**The Use of Metrical Translations.** As many as 49 teachers make no use, or practically no use, of metrical translations, and 13 more reported that they make but little use of them; 55 teachers reported that they use metrical translations.

Of these, 9 refer the class to the translations, 3 urging them to read the whole *Aeneid*, one allowing the pupils access to the translations after the first two books have been translated, and another at the end of each book to give them a comprehensive view of it. The great majority of the teachers, however, read the translations to the class themselves; 7 read fine or difficult passages, 6 read several different translations of the same passage for comparison, 11 use them at the end of each book, or at the end of the study of poetry, for review. In 3 schools the pupils make reports, selecting passages to read to the class as illustrations. One teacher frequently reads a metrical translation, while the class follow in their Latin texts.

The question was not asked what translations were used, but 14 mentioned this incidentally. Of these, 9 used Conington's, 3 Dryden's, 1 Morris', and 1 Cranch's. Phillips Andover Academy reports that it has "what is perhaps the best collection of metrical translations in America."

The same question in the circular brought also another bit of incidental information. Some teachers understood it to refer to translations made by the students, and of these, 9 require metrical translations (1 frequently; 1, 40 to 50 lines; 1, as much as the class allows; 1, each term; 1, each week; 1, each month; and 1, three or four times a year); 3 of them require the translations to be made in hexameter; 7 other teachers do not require metrical translation, but recommend and encourage it, in some cases, as they say, with very satisfactory results. It is to be regretted that the question did not ask for more definite information on this interesting subject.

**What Is Done with Scansion.** Every one of the 121 teachers who sent replies includes scansion as a part of the work in Latin poetry. The degree of proficiency which is set up as a goal varies considerably, as do also the methods by which it is to be obtained, and the conception of what is the most essential thing to be aimed at. But in all cases scansion is apparently undertaken seriously and with the determination to make something of it, even if the results may not always measure up to what the teacher considers a desirable standard.

In a good majority of the schools, 75 of 121, the work in scansion is begun at the beginning of the study of poetry, either on the very first day or during the first week or two. A considerable number—23 in all—begin it at the end of about a month's time, when the pupils have overcome the first strangeness of the poetic style; 5 more begin after several hundred lines have been read, which amounts to about the same thing; 3 do not begin till after some months have passed; and in 3 other schools, where Ovid precedes Virgil, scansion is not taken up till the latter author is reached. In 5 schools it is begun after the first book of Virgil.

In quite a number of schools the teacher scans to the class from the start, or the class scan by imitation or in concert with the teacher for a few weeks before the principles are studied. In a few schools the scanning is done entirely by imitation. Many teachers start with a study of the English hexameter. Most frequently, however, the principles are studied first, one teacher having his pupils do this while they are still reading Cicero. The disposition is universal to confine

the study of principles to what is absolutely indispensable. Now and then one finds an inductive method of some sort applied with success.

In most cases from 5 to 15 minutes a day are devoted to scansion, either throughout the entire time given to poetry, or for some weeks or months, till a certain degree of proficiency is reached. In most of the latter cases, practice is then continued less frequently or at irregular intervals till the end of the year. Sometimes whole periods, or half periods several times a week, are used for scansion, especially at the beginning. It occurs even that the whole first week is used for this purpose, before any translating is done at all.

On the whole, the place given to scansion is considerable, in some cases as much as a fifth or a fourth of the whole time which is devoted to poetry, and not infrequently the whole text is scanned by the class one or more times.

**Oral and Written Scansion.** Five schools report only oral and 5 only written scansion; 37 report more oral than written, 11 more written than oral, and 6 as much of one as of the other. In the majority of cases the written precedes the oral, 60 as against 23 in which oral scansion comes first. Very often the written work is done only in the beginning, until the principles are fixed in the minds of the pupils. In some cases written scansion is confined to the tests, or is resorted to when hard lines are met. These, and sometimes all the written scansion, are done on the board.

In 16 schools preparation is made at home, but the written scansion is all done off-hand in class. In 28 cases it is always handed in on paper; 52 schools use both methods, though some show a preference for one or the other. In 4 schools the written scansion is all done in a notebook, which is handed in from time to time, and in 2 others a notebook is kept for all difficult or peculiar lines.

**Attitude of the Pupils toward Scansion.** As might be expected, many of the replies on this point were to the effect that individual pupils differ greatly. Fifty schools reported that the interest is fair, or that it varies with the pupil's ability or his sense of rhythm, or the progress which he has made in scanning. In nine cases the pupils like scanning better as they become more skilful, but in one case it is reported that they lose interest as time goes on. Only in one instance is a distinction made between the girls and the boys, and then with the qualification that there are exceptions.

Of the schools which gave an unqualified reply to the question, the overwhelming majority reported that the pupils enjoy scanning and are interested in it. The number is 47 as against 10 in which their attitude is indifferent or hostile. Some like scanning better than translating (occasionally an otherwise poor student can scan well), while others prefer to deal with the subject-matter of the author.

In very few cases are any students excused from scanning, either for inability or for proficiency, though the backward ones are sometimes given more attention and the proficient are sometimes excused from written work. In oral scanning the point is made in some of the replies that the scanning of the proficient helps and encourages the weak.

**What Is of Most Importance in Scanning.** The teachers were asked to indicate the relative importance which they give in their oral exercises to ictus, quantity, word-accent, and division into feet. Column I gives the number of those who assigned first place to one or the other of these elements, column II those who assigned second place, column X those who replied that they do not observe them in their scanning at all.

	I	II	X
Ictus.....	17	9	16
Quantity.....	45	12	5
Word-accent.....	1	13	36
Division into feet.....	5	13	23

In some cases first or second place was assigned equally to several of the elements mentioned. These combinations give the following additional figures:

	I	II
Ictus (in combination).....	21	10
Quantity (in combination).....	31	0
Word-accent (in combination).....	16	5
Feet (in combination).....	15	5

The remark is often made that the ictus and the division into feet (sometimes also the word-accent) will take care of themselves. Some make a strenuous fight against the ictus, not always with entire success. A helpful practice is followed by a number who scan sentences rather than lines, and observe the sense-pauses rather than the divisions of the verse. Frequently a distinction is made between formal scanning and what is called metrical reading, and both are sometimes practiced by the same class. The aim is quite evident to make scanning more intelligent, and it is only occasionally that the ictus is upheld to the disregard of everything else, or that one meets a remark like this: "Scanning is division into feet. Ictus and word-accent I know nothing about."

The question was asked whether the teacher had at any time tried to have the pupils retain the word-accent, while at the same time observing the ictus. Of the 121 who replied, 51 say that they have tried it more or less extensively. The results do not appear to be very encouraging. Only 3 state that they are satisfactory; 7 report fair success; in 15 cases the results were indifferent, while 13 attempts were a complete failure. Nine replied that the bright pupils, or the musically inclined, succeed, but the rest do not. There appears to be quite a general willingness to give the method a trial, and a number of the correspondents volunteer the information that they believe it is the right way, in spite of their lack of success. Others are either skeptical, or vigorously outspoken in their condemnation of it. Among those who believe in it the feeling is prevalent that it takes more time and is more difficult than the other method.